Berkshire TA CBA Provisions Relating to APPR

ARTICLE 10 - OBSERVATIONS AND EVALUATIONS   
  
10.1 The District shall perform observations and evaluations of all bargaining unit   
members. The parties subscribe to the philosophy that the intent of observations and evaluations is to improve instruction, and thereby student achievement. To that end, the parties agree that the administration shall work collaboratively with the bargaining unit members in the process outlined in the attached Annual Professional Performance Review (APPR).   
  
10.2 Nothing in this article shall be construed to prohibit district administrators or faculty   
from visiting a bargaining unit member engaged in instruction or other educational activities. Peers shall not conduct formal evaluations of other bargaining unit members.

10.3 Professional Development Options   
  
A. The District and BTA have jointly agreed to the attached Annual Professional   
Performance Review Plan. Within that plan 40 Points of the BTA member's evaluation will be based on direct classroom observation. The following protocol will be followed for the direct observation process:   
  
The direct observation cycle begins with a pre-observation conference between a bargaining unit member and administrator.   
  
A pre-observation conference will be required for all bargaining unit members prior to each observation. The relevant Evaluation/Observation Form will be used for each bargaining unit member for the following categories: Teachers, Student Services (school counselor, psychologist, social worker, speech therapist) and Library Media Specialist.   
  
During the pre-conference, the discussion will focus on review of the evaluation rubrics and process of observation/evaluation as described on the evaluation form. This conference will take place not more than five school days prior to the date of the observation.   
  
The administrator will make every effort to observe on the identified date and period. If   
unforeseen circumstances arise preventing this, however, the administrator will notify the   
bargaining unit member of an alternate date in the same instructional period within the next three school days.   
  
A post-observation conference will be held within five school days after the observation. Both parties will tentatively complete the rubric and rate the bargaining unit member on all criteria. During the conference, the parties will discuss their responses and will collaboratively arrive at an assessment of the unit member's performance and generate suggestions for future growth.   
  
Within five school days after the post-conference, the administrator will provide the bargaining unit member with a copy of the scoring rubric and his/her scores in each area, along with a narrative summary of the major professional goals and strategies identified in the post-conference. The bargaining unit member will be asked to sign the document and may add a statement of his/her own if desired. The completed document will be placed in the bargaining unit member's personnel file.   
  
Evaluations related to Student Services and Library Media Specialist have been adapted in the same rubric format as that of teachers to assure consistency in the professional evaluation responsibility. These adaptations take into consideration a collaborative, self-evaluative format, acknowledging the ongoing nature of the job responsibility that does not lend itself to limited observations.   
  
B. The approved Annual Professional Performance Review will include options from the   
choices below and articulate the process for each:   
  
• Structured review of student work   
• Teacher artifacts using portfolio or evidence binder processes   
• Feedback from other teachers using structured survey tools   
• Teacher self-reflection and progress on professional growth goals   
  
10.4 Teacher Improvement Plan   
  
Teacher Improvement Plans may be necessary to direct the development of individual   
instructional skills and professional growth when there are apparent uncorrected deficiencies. Deficiencies for teachers are first identified in the evaluation framework and discussed in the post-observation or evaluation session with the administrator. A Teacher Improvement Plan may be implemented when significant progress toward addressing concerns as specified in the Teacher Improvement Plan document is not made in a reasonable amount of time. When deficiencies compromise student safety, health or well-being, or seriously impede student learning, the administrator will immediately implement a Teacher Improvement Plan for the bargaining unit member. The Improvement Plan process will be collaboration between the administrator and teacher and shall include:   
  
• Identification of practice(s) in need of improvement   
• Definition of the expected demonstration of improvement   
• Recommendations to facilitate improvement   
• A reasonable timeline of remediation   
  
Signed copies of the plan will be distributed to the evaluator, the bargaining unit member and Superintendent.   
  
10.5 Summative Evaluation Report   
At the end of each year, the administration will complete a summative evaluation on each   
probationary bargaining unit member. The summative evaluation will reflect that year's   
observations and interactions in a cumulative manner noting areas of progress, areas in need of attention, target areas for continued focus, an overall statement of performance level, and an indication of whether the bargaining unit member is progressing appropriately towards tenure. This document will also be used as a template for final recommendation of a probationary candidate for tenure to the Board of Education when s/he becomes eligible.